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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 3**

**Name / Theme or Unit: Symbolism and Allegory**

**Time Frame: 2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will read and analyze how George Orwell uses allegory to make powerful political statements and criticisms and they will evaluate how these statements were changed in subsequent versions of his story made by others. They will review the concept of symbolism and how it is used in literature, and they will create their own symbols and base a short story around it. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10. 9 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic; use current events issue  10.13 Recognize and identify figurative language, imagery, allegory, and symbolism in various literary text.  10.18 Use more descriptive language, action verbs, sensory details, and modifiers in the correct places; vary language and word usage  10.28 Effectively use literary elements in narrative writing such as plot, voice, literary devices, and tone.  10.29 Produce narrative writing that engages higher level critical thinking skills though topic or literary selection choice,  10.33 Introduce the idea of ambiguities, nuances, and complexities within a text.  10.40 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats  10.41 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  10.51 Assess how language and delivery affect the mood and tone of a dramatic presentation  10.52 Evaluate a dramatic presentation and critique the techniques used; offer suggestions for improvement; be able to identify and determine quality of a presentation because of the elements used  10.54 Create and/or deliver dramatic pieces that employ techniques of a dramatic presentation (annunciation, pronunciation, tone, mood, speed, diction, volume, emotion, audience) | |
| **Essential questions:**   1. How can allegory be used as a tool for social commentary? Why do authors choose to use allegory as opposed to writing their opinions directly? 2. How can we represent dramatically a character that is both an animal, a moral idea, and a famous political figure all at once? 3. What are literary symbols and how do they deepen the significance of the stories we read? 4. How can a complex symbol be integrated into our own story writing to enhance it? | **Expected language:**  Symbolism, universal symbols, created / literary symbols, representation, Stalinism, Communism, totalitarianism, allegory, moral, political commentary, satire |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Animal Farm Reading Performances (rubric attached)  Animal Farm Allegory Worksheet (attached)  Test  Symbol Story Assignment (attached)  Symbol Story Outline / Planning Guide (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Students will begin the unit by viewing a series of pictures, descriptions and examples on a power point on Symbolism (attached). During the power point, students will review some of the significant public symbols that they learned about last year, as well as some lesser known ones (such as flowers, colours, etc.). The power point has several quizzes with pictures that students can complete in class and discuss for review. There is also a short video “One minute in a museum” introducing allegory as used in pictures (attached), and another about Plato’s Allegory of the Cave (attached). The Students will then watch and discuss a video about Stalinist Russia and how it inspired George Orwell to write *Animal Farm*.  **Animal Farm**  As a segue to *Animal Farm*, the teacher will draw a pig, a dog, a sheep, and a horse on the board. The students in small groups will discuss and note down the qualities each animal is known to have. The teacher will then tell the students that they are characters in a fable and they have human personalities. In the same groups, students will then predict some of the character traits each of these animals will have.  The teacher will then assign reading roles to each student for “Animal Farm” (in the Interactive Reader) and project the reading rubric on the board for the performance (attached). Students will be expected to try and portray the character as best they can, both in the personality they will have, the sound of their voice depending on what kind of animal they are, and their emotions.  Students will be given time to 1. find all of their lines, 2. read the lines of other characters before and after their lines to find out the **context** of their lines (thereby helping them to interpret what their character is feeling), and 3. practice their lines. The students may be allowed to practice in small groups to get feedback. One or two students at a time will be allowed to come to the front and draw their character on the board along with their name and the political figure that they represent, as a visual aid for the reading.  In a reader’s theatre style, the students will dramatically read the play, pausing for applause / review of the important events. The teacher will evaluate their performances as they go according to the rubric  After the reading. Students will complete the Allegory worksheet and review the significant themes of the play, as well as the personalities and political representations of the characters.  Students will then watch the *Animal Farm* film (DVD in the cupboard). During the film. There will be pauses to ensure the students comprehend the plot and also give them opportunities to write notes on plot events and instances of symbolism (The movie is produced by a greeting card company who has altered the ending to show Napoleon’s evil regime overthrown and a happy blond human family moving in to take over the farm and make everything nice again). The students will discuss how the film deviates, adds, or significantly alters the ideas of the original. At the beginning of the film, students will be  The students will write a test on Animal Farm and its use of Allegory and Symbolism (attached)  **Symbol Stories**  Next students will plan and write a symbolic story of their own. They will read two example story ideas given by the teacher (attached, see assignment sheet) and reinforce the importance of a symbol that is **central to the plot** and not something tacked on at the end. Students will work on the stories for several classes and read and comment on each other’s work in pairs. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Video clip on Stalinism and Orwell  Video clip on Allegory  Video clip on the Allegory of the Cave  Holt Interactive Reader  Teacher Created Resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: